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AUTHOR Reighley, Joan
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ABSTRACT

A description is provided of a course, "Psychiatric-Mental Health Nursing," designed to teach students at Level 3 of a two-year college nursing program about the role of the nurse in a psychiatric setting and about concepts of mental health and psychiatric disorders, using both classroom and clinical instruction. The first section of the course description provides information on course prerequisites, requirements for satisfactory course completion, course content, teaching strategies, terminal objectives of the course, long-range course objectives, a rationale for the course, and the units of instruction. A list of texts and other instructional materials for the course and glossary are followed by descriptions of the nine course units: (1) The Person; (2) Communication; (3) Psychiatric-Mental Health Nursing; (4) Mental Health Alternatives; (5) Anxiety; (6) Affective Disorders; (7) Dysfunctional Reality Orientation; (8) Somatic Therapy; and (9) Personality Disorders. (UCM)

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Psychiatric-Mental Health Nursing

Joan Reighley

Instructor
West Los Angeles College

Graduate Seminar Paper
University of California, Los Angeles

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JC 870 544

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TABLE OF CONTENTS

Section	Page
I. Course Description and Content	1
Level, pre-requisites, time assignment, units, Requirements to complete course, description, Teaching strategies, term objectives	
Long term course objectives	2
Rationale, list of Units of instruction	
II. Materials of Instruction: texts & audiovisuals	3
III. Glossary	4
IV. Units	
1. The Person	5
2. Communication	6
3. Mental Health Nursing	7, 8
4. Mental Health Alternatives	9, 10
5. Anxiety	11
6. Affective Disorders	12, 13
7. Dysfunctional Reality Orientation	14
8. Somatic Therapies	15
9. Patterns of Personality	16

I. COURSE DESCRIPTION & CONTENT

A. Level 3 of nursing program

B. Pre-requisites: successful completion of Levels 1 & 2 and N831; taken concurrently with N835, Community Health.

C. Time assignment: 4 hours classroom instruction & 12 hours clinical assignment in hospital setting for 5 weeks, with 6th week as finals week.

D. Units: 2

E. Requirements for satisfactory completion of the course:

Written assignments completed to specification: graded pass/fail.
Satisfactory clinical performance: see Student Handbook.
Minimum of 75% on theory examinations 75%-83%C, 84-91%=B 92%-100% = A
100% attendance; see Student Handbook for petition procedure for missed time make-up
See Nursing Student Handbook for Grade & Petetion procedures.

F. Description: In this module the student will study the role of the nurse in a psychiatric setting, and will participate in patient care. Concepts of mental health psychiatric disorders will be explored. Nursing process will be applied to mental health and psychiatric disorders; the student will have an opportunity to assess, make nursing diagnosis, plan, implement, and evaluate. Current methods of therapeutic management will be discussed, including therapeutic use of self, milieu, individual and group therapies, psychopharmacology, and somatic therapies. Patient's rights and ethical issues will be emphasized.

G. Teaching strategies during 4 hour classroom instruction may include lecture, discussions, role play, presentations, guest speakers, use of audiovisuals. The instructor will revise content and teaching stategies as appropriate to facilitate student learning of objectives.

H. Terminal Objectives of the Course: the student will be able to:
1. identify the role of self-awareness in mental health.
2. demonstrate an awareness of verbal and non-verbal communication techniques in written interaction process anaysis.
3. demonstrate basic skills in the use of nursing process in a psychiatric setting at a beginning level by appropriate nursing care of assigned patients.
4. identify the roles of members of the health team in the psychiatric setting, and describe their duties and responsibilities.
5. describe medical model concepts of psychiatric diagnosis and therapeutic management, including patients legal rights and ethical issues.

I. Long range course objective: in a written response to a mailed survey one year after completion of nursing program, 75% of graduates practicing as registered nurses will include psychosocial assessment and intervention as part of their nursing care plans.

J. Rationale: one of the major functions of the two year college is to prepare students for occupations, thus serving both the student and the society. Students completing this nursing program will be able to make application for the California Board of Nurse Examiners' test to obtain licensure as a Registered Nurse, and will be able to function as a first level practitioner in a variety of settings. Students from this program in nursing have earned an AA degree and can transfer to universities to continue their nursing education.

K. Units of Instruction in this course:

1. The Person
2. Communication
3. Psychiatric-Mental Health Nursing
4. Mental Health Alternatives
5. Anxiety
6. Affective Disorders
7. Dysfunctional Reality Orientation
8. Somatic Therapy
9. Personality Disorders

Each unit is designed to have at least two hours of class time. Units 1-5 should be taught in order; units 6-9 can be sequenced to meet the needs of the learning situation.

Class size may vary by semester and enrollment; theory class usually will be 12-24 students. Clinical portion will have 10-12 students for each clinical instructor.

II. Materials of Instruction

A. Texts

1. Brunner, L. & Suddarth, D., Textbook of Medical-Surgical Nursing, Philadelphia: Lippincott, 1984.

2. Haber, J., Comprehensive Psychiatric Nursing, New York: McGraw Hill, 1987.

B. Audiovisual materials: in Learning Resource Center (LRC)

1. Anxiety #3 &4, RC455.2 C4 P8SCS

2. Depression #VC1000/27 & 28

3. Hallucinations #RC 553, H3 SFS

4. Manic Depressive Illness, RC516, M3 SFS

5. Neurosis, VC1000/19

6. Nurse-Patient Interaction Series #4 & 5, RT86.N9 SFS

7. Personality Disorders #5, RC455.2 .C4 SCS

8. Psychotropic Drugs and ECT, VC1000/29-30

9. Schizophrenia VC 1000/18-19

10. Therapeutic Community VC423

11. Violent behaviors & Intervention to Cope VC31

III. Glossary

Assessment: a systematic collection of health related data about a client's internal and external environment.

Client/patient: a recipient of nursing services; may be a person, family, group, or community

Evaluation: a judgment concerning the relevance, effectiveness and efficiency of client outcomes achieved as well as nursing interventions provided.

Intervention: activities planned by a nurse with a client to achieve established outcomes

Medication cards: 2 X 3 or 5 X 7 index cards which a nurse makes or purchases; each one has specific information about one specific medication & is used for quick reference.

Nursing care plan: a written plan of care for a specific client using nursing process

Nursing diagnosis: a statement reflecting the judgment and decision about the pattern of interaction between the client and the environment, from which outcomes and interventions are logically derived.

Nursing process: a scientific method used by nurses to systematically assess and diagnose a client's health status, formulate client outcomes, determine interventions to be used with them, and evaluate the quality of outcomes of care planned for them and in conjunction with them.

Outcome criteria: measurable statements of a client's goals that are expected to result from nursing intervention. Client outcomes relate directly to, and are determined by, the nursing diagnosis.

Example of client situation, multiple choice test question:

Choose the one best answer.

Ms.Jackson is a 25 year old mother of one child who was admitted to the hospital with a diagnosis of bipolar disorder, manic type.

1. The nurse noticed that Ms.Jackson was unable to carry on a logical conversation and changed the subject frequently; this is most clearly an example of
a. delusions c. flight of ideas e. none of these
b. echolalia d. associative looseness

2. Ms.Jackson is taking lithium carbonate; which of the following would not be a usual side effect of lithium?
a. hunger c. anorexia e. dizziness
b. slurred speech d. muscle weakness

Answers 1. c
2. a

UNIT I

The Person

The person is defined as having three dimensions:physical, mental and spiritual. The nursing model of health care is a holistic model. The basic therapeutic tool used by the nurse is the self. Therapeutic use of self requires that nurses be aware of and confront their own thoughts, feelings, values, beliefs, and actions. The therapeutic use of self is based on the process of self assessment and self intervention.

I. Goal: The student will be able to discuss the concepts of holistic health, self-awareness, self-intervention, and therapeutic use of self.

Objectives:

1. In class, the student will verbally discuss the concepts of holistic health, self-awareness, self-intervention, and therapeutic use of self.

2. Outside of class, the student will write a 300-600 word paper of self-assessment, using the "Questions for Self-assessment" on p.82 of text, and answering questions 1-15; the student will focus on describing own process in first week of psychiatric clinical setting with first week assigned client. Include plan to utilize 3 or 4 of the 8 specific suggestions for self-intervention from text pp.84-5.

II. Goal: The student will be able to assess developmental process and sociocultural issues and describe nursing implications.

Objectives:

1. In class, the student will verbally discuss the concepts of developmental process and sociocultural issues in patient assessment.

2. Outside of class, the student will write a 200-300 word description of assigned client for first week of clinical which includes a comparison of client's developmental level with central tasks according to either Erickson or Freud for client's age group; use pp.90-96 in text as guide. The student will state assessment of client's level of development.

References:

Haber, J., Comprehensive Psychiatric Nursing, New York: McGraw Hill, 1987, Chapters 2-6.

UNIT II

Communication

Communication includes an ongoing process of verbal and nonverbal interaction. Effective communication skills are essential to professional nursing practice. Facilitative communication requires attending skills and responding skills. Nurses can learn to identify barriers to effective communication and plan interventions to resume effective communication.

I. Goal: The student will discuss and demonstrate facilitative communication in nursing practice.

Objectives: In class, the student will verbally discuss:
- 12 attending skills,
- 12 responding strategies,
- 10 barriers to facilitative communication,
- the difference between content and process.

II. Goal: The student will recognize barriers to communication and will chose facilitative responses.

Objectives:

1. In class, in a role playing situation, the student will ask open ended questions and listen to the answers, without agreeing, disagreeing or giving advice.

2. In class, in a role playing situation, the student will practice chosing facilitative responses.

3. Given a list of statements, the student will note which are facilitative and which are barriers to communication; the student will note 15 out of 20 correctly.

4. In clinical setting, the student will record and process a minimum of two interactions between the assigned client and student, using "Guide to interactional Process Analysis" handout form; this will be turned in the day after the clinical experience in first week and second week of clinical and will be graded pass/fail by clinical instructor. If first two do not pass, the student will submit two more & will request consultation with clinical instructor.

References:
Haber text, Chapter 12.
Nurse-Patient Interaction Series #4 & 5, RT86.N9 SFS, filmstrip in Learning Resource Center
Handout: "Guide to Interactional Processs Analysis"

UNIT III

Psychiatric-Mental Health Nursing

Psychiatric-Mental Health Nursing is a specialized area of practice in which there are two types of practioners, the generalist and the clinical specialist. Both types have many roles: nuturer, coordinator, counselor, socializing agent, educator, technician. The American Nurses Association defines the Standards of Psychiatric and Mental Health Nursing Practice and the Mental Health Systems Act defines the legal rights for clients.

I. Goal: The student will be familiar with the American Nurses Association's Standards of Psychiatric and Mental Health Nursing Practice.

Objectives: In class, the student will participate in a discussion of the ANA Standards, types of practioners, and the roles in in-patient and outpatient mental health settings.

II. Goal: The student will discuss the legal and ethical roles of nurses and the legal rights of mental health clients.

Objectives:

1. In class, the student will discuss and identify ethical dilemmas for nurses and clients.

2. Given a list of vocabulary, the student will be able to write a short sentence to define the following terms:voluntary admission, involuntary admission, competency, incompetency in commitment proceedings, informed consent, 72 hour hold; The student must define 5 out of these 6 terms correctly, in 30 minutes, without a reference.

3. The student will list 10 out of 13 items in the Bill of Rights for Clients from the Mental Health Systems Act, in class, without reference, in 20 minutes.

III. Goal: The student will demonstrate use of the nursing process in the mental health clinical setting.

Objectives: Outside of class, the student will write a 4-6 page nursing care plan, including assessment, at least 3 priority nursing diagnoses with appropriate short term goals, 4-5 interventions for each goal, and evaluation. Client will be assigned by clinical instructor; this is due by the 4th clinical week & will be graded pass/fail by usual nursing school criteria.

UNIT III

IV. Goal: The student will describe the characteristics of the nurse-client relationship.

Objectives:

1. In class, the student will discuss the characteristics of the nurse-client relationship, including the three phases and the core dimensions of empathy, concreteness, confrontation, immediacy, respect, and genuineness.

2. Given a list of the 6 core dimensions of the nurse-client relationship, the student will be able to match each core dimension with the correct definition; the student will match 5 out of 6 correctly without references.

3. Given a list of characteristics and tasks of the nurse-client relationship, the student will be able to note which phase(initial, middle or termination) the characteristic or task applies; the student will match 9 out of 12 correctly without references.

References

Haber text, Chapters 8-11, 13, Appendix 1.

Care plan criteria for pass/fail

UNIT IV

Mental Health Alternatives

There are various patterns of entry into the mental health care delivery system; some clients seek prevention on an outpatient basis. Others have symptoms such as anxiety or depression which impair their function at work or in relationships or in school. Still others need an environmental change, nurturance, or have been ordered to seek treatment by the court. Settings may be in-patient or out-patient. Treatment may be given in groups or individually. The therapeutic assessment, treatment, and environment may be provided by a variety of health care workers.

I. Goal: The student will describe the various patterns of entry into the mental health care system.

Objectives:

1. In class, the student will discuss prevention and treatment of mental illness in out-patient and in-patient settings, including patterns of entry into the mental health care system, needs and reasons for seeking help, and the process of becoming a client.

II. Goal: The student will identify the members of the mental health treatment team, their educational preparation, and their usual roles.

Objectives:

1. Given a list of 10 mental health team members, the student will match each team member with a description of job function; this matching will be done in class, without references, and with 7 out of 10 correct.

III. Goal; The student will discuss the characteristics of a therapeutic environment.

Objectives:

1. The student will discuss the principles of a therapeutic environment including the atmosphere needed to meet basic needs, and the use of milieu therapy.

2. In class, the student will write a 200-300 word discussion of the characteristics of a therapeutic environment, including 4 out of 6 of the following: orientation program, democratic processes, participatory governance, opportunities for problem solving, client's participation in treatment, discharge plan;

UNIT IV

2. no references may be used. This written discussion will be completed in 45 minutes.

IV. Goal: The student will compare different types of groups, including psychotherapy, support, and self-help.

Objectives:

1. In class,the student will discuss the goals and types of groups, using student presentations with 2-3 students presenting each type group.
   Psychotherapy groups: activity therapy
   educative therapy
   repressive-inspirational
   reconstructive
   Self-help groups: Alcoholics Anonymous
   Narcotics "
   Overeaters "
   Mental health recovery
   Parents' Anonymous
   Support groups: Bereavement
   Divorce
   Health workers
   Women's/Men's consciousness groups
   Families of clients with mental/physical illness

References

Goal I & II--Haber text, Chapters16-18

Goal III--Haber text, Chapter 16-18
"Therapeutic Community" VC423, Learning Resource Center
Goal IV--Haber text, chapter 20,25.

UNIT V

Anxiety

This module discusses patterns of overt anxiety and avoidant anxiety as the foundation of understanding psychosocial dysfunction. Psychosocial dysfunction is patterns of physical, mental, emotional, perceptual, and spiritual that are out of balance or dysynchronous with the environment. Psychosocial dysfunction is manifested in person-environment interactions and emotional distress. Nurses work with the client to restore psychosocial health with effective and appropriate satisfaction of needs and a productive and gratifying life with given human limitations and abilities.

I. Goal: The student will recognize behaviors of specific levels and states of anxiety and plan interventions appropriate to level and state of anxiety.

Objectives: in class, the student will

-discuss behaviors of levels of anxiety, including mild, moderate, severe and panic, and appropriate interventions for each level,
-discuss patterns of overt anxiety, such as delayed, chronic, state and trail anxiety, and appropriate interventions for each,
-identify nursing diagnoses and short term goals for the anxious client
-discuss behaviors and interventions for avoidant anxiety, including phobic, obsessive-compulsive, somatoform disorders, and dissociative disorders.
-given a situation describing patient behaviors, the student will write a nursing osre plan including: assessment of behaviors of anxiety, nursing diagnosis of level of anxiety, and appropriate nursing interventions for level and state of anxiety. The care plan will be written in 30 minutes with no references permitted.

II. Goal: The student will discuss the process and consequences of labeling the mentally ill.

Objectives: in class, the student will

-identify and discuss the components of DSM III,
- discuss the nurse's role in the labeling process.

References

Haber text, Chapter 6, 28-30, Appendix 2
Filmstrips LRC: Anxiety #3 & 4, RC455.2 C4 P8SCS & Neurosis, VC19

UNIT VI

Affective Disorders

The affective disorders include disorders of depression and elation or mania. Depression is a major mental health problem with 75% of all psychiatric hospitalizations attributed to depression, 50-80% of all suicide attempts attributed to depression, and a high incidence of depression in the community and in clients hospitalized for medical illness. There are identified levels and patterns of depression and elation or mania. Bipolar disorder is a cycle of a major depressive episode alternating with manic episode.

I. Goal: The student will be able to apply nursing process to the person with an affective disorder.

Objectives:

1. Outside of class, the student will read required references and view audiovisuals on affective disorders; the student will make own notes on types of affective disorders, including depression and mania, and behaviors of levels of these disorders with appropriate nursing interventions for each level (mild, moderate, severe).

2. In class, working with classmates in groups of 2-3 students, the student will apply nursing process to specific written patient situations with problems in affective disorders. After working together for 30 minutes, the group will make a 5 minute presentation of plans for intervention to rest of class. The students may use own notes and textbook to prepare presentation.

II. Goal: The student discuss self-destructive behavior and will be able to apply nursing process to the person at risk for self-destructive behavior or suicidal behavior.

Objectives:

1. In class, the student will discuss the behaviors of indirect and direct self-destructive patterns, identify the stages of a suicidal crisis and populations at a high risk of self-destructive behavior or suicide; nursing diagnosis, goals, and interventions will be explored, using specific patient situations as examples of patient problems.

2. In class, without notes or revefences, the student will answer 30 out of 40 multiple choice questions correctly in 45 minutes; the questions will include

Objectives cont.

2. patient situations with problems of depression, mania, and self-destructive behaviors. The student will pick correct response for interventions appropriate to mild, moderate, and severe levels of depression and mania; the student will pick correct response for interventions appropriate to textbook stages of suicidal crisis and populations at high risk for self-destructive behavior or suicide. See example multiple choice test question in Glossery.

References

Haber text, Chapters: 34-36
Audiovisuals in LRC: Depression VC1000/27 &28
Manic-Depression RC516, M3 SFS
Psychotropic Drugs VC1000/29
ECT VC1000/30

UNIT VII

Dysfunctional Reality Orientation

Persons who experience an overwhelming degree of anxiety and whose coping mechanisms fail to maintain their anxiety at a tolerable level may feel that they have lost control of their perceptions, thoughts, feelings, and behavior. A massive disintegration of ego functioning occurs, causing the person to be unable to deal effectively with self, others, and the environment. This person may also experience distortions and loss of reality. This disintegrative process is referred to as psychosis and the person may be labeled as psychotic or schizophrenic, depending on the behaviors and patterns of dysfunction. This process may be acute and occur once in a person's lifetime, or may be chronic with a reoccurring process of remissions and exacerbations. The goal of treatment is to restore the client's maximum potential for health in terms of a functional lifestyle.

Goal: The student will be able to apply nursing process to the person with dysfunctional reality orientation.

Objectives:

1. Outside of class, the student will read required references and view audiovisuals on dysfunctional reality orientation and make own notes on behaviors of psychosis and schizophrenia and appropriate nursing interventions.

2. In class, working with classmates in groups of 2-3 students, the student will participate in a role playing situation, alternating as nurse or client with specific behaviors of dysfunctional reality orientation. The student will practice appropriate interventions for specific types of hallucinations, and will practice assessment, nursing diagnosis, planning outcome criteria and interventions for specific problem situations with simulated client with dysfunctional reality orientation. Student may not use notes or textbook during role play.

3. In class, without notes or references, the student will answer 30 out of 40 multiple choice questions correctly in 45 minutes; the questions will include patient situations with problems of dysfunctional reality orientation. The student will be able to pick correct response in assessment, nursing diagnosis, planning outcome criteria, and interventions. See example multiple choice question in Glossary.

References

Haber text, Chapters 37 & 26
Audiovisuals in LRC: Hallucinations #RC553 H3 SFS
Schizophrenia VC1000/18 &19

UNIT VIII

Somatic Therapy

Somatic therapy is the treatment of clients with physiological agents such as pharmacological agents and electroshock therapy (ECT). Somatic therapies are usually used as adjuncts to individual, group, family or milieu therapy.

I. Goal: The student will be able to apply nursing process to drug administration.

Objectives:

1. Outside of class, the student will write at least 18 medication cards identifying brand name, generic name, action, clinical uses, side effects, contraindications, and usual dose and route of the following classifications of drugs:
   - -Antianxiety (7) including: barbiturate, antihistomine, benzodiazepine agents, & propane dicarbamate
   - -Antidepressant including: tricyclic & MAO inhibitors
   - -Antipsychotic including: phenothiazine & nonphenothiazine
   - -Antiparkinsonian agents
   - -Lithium carbonate

   Begin making medication cards for assigned client during 1st & second week of clinical; turn in 18 medication cards for review of clinical instructor by end of 4th week of clinical. These will be graded pass/fail, and must be passing 16 out of 18; cards will be returned to student to correct & resubmit one time.

2. In clinical setting, the student will assess assigned client each week for actions, side effects, and contraindications to medications as well as need for drug education; the student will approach clinical instructor and make appointment for 10minute meeting each week during clinical time to discuss client's reaction to medications and plan interventions.

II. The student will be able to apply nursing process to the patient with ECT.

Objective: In class, the student will discuss ECT procedure and nursing responsibilities before, during, and after the procedure.

References

Haber text, Chapter 26

Audiovisuals in LRC: Psychotropic Drugs VC1000/29
ECT VC1000/30

UNIT IX

Patterns of Personality Disorder

Personality disorders are mental disorders that originate within the character structure of a person. While some personality types avoid relatedness to others by withdrawal and emotional distancing maneuvers, others deal with anxiety through violence, anger, and hostility. Many persons with personality disorders also have a problem with substance abuse; the student should review the substance abuse unit in Community Health Course.

I. Goal: The student will be able to apply nursing process to the person with a personality disorder.

Objectives:

1. Outside of class, the student will read required references and view filmstrips on personality disorders; the student will make own notes on types of personality disorders, behaviors of these types, and nursing interventions for these behaviors.

2. In class, working with classmates in groups of 2-3 students, the student will apply nursing process to specific written patient situations with patterns of personality disorders; the students may use their notes and the textbook to practice applying nursing process to patient situations. Each group will share plan for intervention with rest of class.

3. In class, without notes or references, the student will answer 30 out of 40 questions correctly; these questions will be in multiple choice format and will include patient situations with types of personality disorders, behaviors of these types, and appropriate nursing intervention choices. 45 minutes will be maximum time for this test. See example test in Glossary.

References

Haber text, Chapters 31 & 32, Appendix 2

Filmstrips in LRC: Personality Disorders #5, RC455.2 C4 SCS
Violent behaviors & Intervention to cope VC31
Review: Substance abuse unit from Community Health Course

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